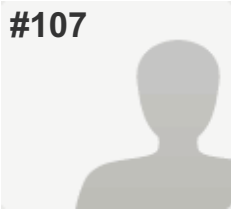**#107**

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Q1: Name of School District: Springville Community School District

Q2: Name of Superintendent   Pat Hocking

Q3: Person Completing this Report   Meleah Jones

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Q4: 1a. Local TLC Goal

The district will support 100% of teachers entering the profession by providing access to a system that has mentor training, clearly defined mentor roles, evaluation of the efficacy, designated time for mentor-mentee collaboration, and learning experiences based on the IPDM and Iowa Teaching Standards.

Q5: 1b. To what extent has this goal been met?

(no label)   Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

NTC induction program funding, NTC documentation, New teacher retention rates; teacher/administrator surveys

The Grant Wood Area Education Agency received an i3 grant for a Mentoring and Induction Program to provide mentoring services for all new teachers during the 2015-2016 school year. Our district has participated in the induction program by sending part of our TLC funds to cover the cost of the mentor. The mentor provided new teachers with support and observations on a weekly basis throughout the year.

During the 2015-2016 school year, two Induction Coaches worked with four beginning teachers at Springville Community School District. These coaches and teachers spent a total of 8,170 minutes together and on average, each teacher has spent 2,043 minutes with their induction coach over the course of 32 meetings (the average meeting length was 63.8 minutes).

Throughout the entire Grant Wood Consortium, 90% of beginning teachers felt that their work with their induction coach impacted student learning, while 100% of administrators felt they were satisfied with the mentoring beginning teacher's were receiving. Administrators also felt that the three areas in which induction coaches and beginning teachers focused their work was classroom management, observation of instruction, and post-observation discussion of instruction. Induction coaches reported that the three areas in which they did work most frequently with beginning teachers was lesson planning, instructional strategies, and observation of instruction.

Of the four new teachers hired in 2015-2016, one teacher exited in the first year (position eliminated) for an exit rate of 25%, a first year retention rate of 75%. In the previous school year, 2014-2015, the district hired one new teacher and had no new teachers exit for an exit rate of 0% resulting in a retention rate of 100%. Although the district did not show improvement in the new teacher retention rate between 2014-2015 and 2015-2016, the teacher that did leave the district expressed their desire to stay if their position had not been eliminated.

Q7: 2a. Local TLC Goal

By August 1st, 2015, Springville Community School District will implement a professional development plan that relies on PLCs to engage 100% of the faculty in opportunities to learn from each other.

Q8: 2b. To what extent has this goal been met?

(no label)   Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

PD plan review, PLC agendas, Multiple sources of student data (Iowa Assessments, FAST, MAP, etc.) and teacher surveys to evaluate the effectiveness of ongoing PLC structure, PD opportunities, and school wide collaboration

Throughout the 2015-2016 school year, we implemented Professional Learning Communities across our district. PLCs were organized into both vertical and content-alike teams, allowing teachers to collaborate with each other across the district. Each PLC has a leader who serves as a facilitator for their team. Teachers work together to create agendas to support their goal of increased student achievement. Each of our six PLC teams submitted an agenda for every Wednesday meeting. Additionally, PLC's determined an appropriate SMART goal based on current student data. For example, the secondary English and Social Studies PLC determined that students were struggling when persuasively writing. Their first semester SMART goal was that 80% of middle and high school students would be able to score an 80% or above when writing a claim, evidence, response essay on an established rubric.

Teachers took surveys in August 2015 and in April 2016 to provide data to analyze the effectiveness of PLCs. Based on these surveys, 84% of teachers stated that they believed that PLCs were more effective this year than years prior. Also, 96% of teachers stated that their PLC was making progress towards their group goals of increasing student achievement.

Teachers have had the opportunity to attend several PD opportunities throughout the year, including the Solution Tree PLC conference, NextGen Science Standard training, technology workshops with GWAEA support staff, and coaching cycles with our instructional coach. Teachers have also participated in peer learning labs so they could observe other teachers in our district and reflect on various teaching strategies.

In 2014-2015, 69.3% of students in grades K-5 met FAST benchmark during the spring testing window. In 2015-2016, 75.2% of students met FAST benchmark during the spring testing window. This data shows that elementary reading data improved. In 2014-2015, 62.5% of 2nd-11th grade students were proficient on MAP on the spring math assessment. In 2015-2016, 59% of students were proficient on MAP during the spring math assessment. In 2014-2015, 69.4% of 2-11th grade students were proficient on MAP on the spring reading assessment. In 2015-2016, 72% of students were proficient on MAP during the spring reading assessment. In grades 3-11 in 2014-2015, 77.1% of students were proficient on the math portion of Iowa Assessments. In 2015-2016, 73.9% of students were proficient on the math portion of Iowa Assessments. In 2014-2015, 78.4% of students were proficient on the reading portion of Iowa Assessments. In 2015-2016, 78.6% of students were proficient on the reading portion of Iowa Assessments. This data shows growth in all three reading assessments throughout the district.

Q10: 3a. Local TLC Goal

Enhanced career opportunities will be provided by filling 100% of the identified teacher leader roles. Springville Community School District will provide competitive salaries to all identified teacher leaders.

Q11: 3b. To what extent has this goal been met?

(no label)   Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Outline of selection process, number of teachers serving in a leader role each year, retention data of teachers staying in leadership roles, retention data (number of teachers staying in the district and in leadership roles) and exit interviews/job satisfaction surveys

In order to apply for a teacher leadership position at SCSD, teachers had to submit a letter of application, resume, letters of recommendation, video demonstrating teacher effectiveness, teaching portfolio, and essay. During an interview process, candidates were rated on a rubric which was developed by the TLC committee. Of the 31 teachers who worked for Springville Community School District in 2015-2016, two teachers exited the district for an exit rate of 6%. In the previous academic school year (2014-2015), out of the 34 teachers who worked for Springville Community School District, five teachers exited the district for an exit rate of 15%. The district showed improvement in the teacher retention rate between the 2014-2015 and 2015-2016 school years.

During the 2015-2016 school year, five teachers served in leadership positions out of an available nine positions. Of these five teachers who worked in leadership positions for Springville Community School District in 2015-2016, none of the teachers exited a leadership position for an exit rate of 0%. The district was able to fill four leadership positions for the 2016-2017 school year that were previously unfilled. The district will be unable to compare this data to any previous data as this is the end of the first year of implementation of the TLC Grant. The data from the 2015-2016 school year will be compared to data from the end of next year.

Upon reviewing exit interviews/job satisfaction surveys, we have found that the common theme for teachers leaving the district is more job security in a larger district. As a small school, we do our best to hire and retain effective teachers but with several large school districts just a few miles away, we often see movement towards those districts once teachers have gained several years of experience in Springville.

Q13: 4a. Local TLC Goal

Annually, teacher leaders and team members will analyze multiple sources of student performance data to ensure the TLC program contributes to a gain in student achievement.

Q14: 4b. To what extent has this goal been met?

(no label)   Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Short Term: Multiple student data (Iowa Assessments, MAP, FAST), district formative and summative assessments, and PD agendas aligned to student academic needs based on data.

Long Term: Iowa Assessment achievement data (comparing past achievement to current levels) and AYP/SINA status.

SCSD has devoted countless hours to analyzing student data following MAP, FAST, and Iowa Assessment testing periods. This analysis has taken place in PLCs throughout the district and has been focused on looking at current student data, growth, and modifying instructional practices to increase student achievement. As a SINA-1 school in the area of Math, we know we need to use our data to guide instruction so we can best meet the needs of students. This has also led our district to purchase a K-12 math curriculum that is aligned to the Iowa Core. We have also had many conversations in our PLCs to dig deeper into which instructional strategies have been most effective and which strategies need improvement.

In 2014-2015, 69.3% of students in grades K-5 met FAST benchmark during the spring testing window. In 2015-2016, 75.2% of students met FAST benchmark during the spring testing window. This data shows that elementary reading data improved. In 2014-2015, 62.5% of 2nd-11th grade students were proficient on MAP on the spring math assessment. In 2015-2016, 59% of students were proficient on MAP during the spring math assessment. In 2014-2015, 69.4% of 2-11th grade students were proficient on MAP on the spring reading assessment. In 2015-2016, 72% of students were proficient on MAP during the spring reading assessment. In grades 3-11 in 2014-2015, 77.1% of students were proficient on the math portion of Iowa Assessments. In 2015-2016, 73.9% of students were proficient on the math portion of Iowa Assessments. In 2014-2015, 78.4% of students were proficient on the reading portion of Iowa Assessments. In 2015-2016, 78.6% of students were proficient on the reading portion of Iowa Assessments. This data shows growth in all three reading assessments throughout the district.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal	*Respondent skipped this question*
Q17: 5b. To what extent has this goal been met?	*Respondent skipped this question*
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*
Q19: 6a. Local TLC Goal	*Respondent skipped this question*
Q20: 6b. To what extent has this goal been met?	*Respondent skipped this question*
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

One change we have discussed is changing one of our teacher leader positions to a technology integration position. We continue to look at ways we could utilize the position but would like to see how the 2016-2017 school year progresses now that we have filled all of our teacher leader roles.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

We have seen wonderful improvements in our school culture because of the TLC grant. Teachers have taken an active role in participating in coaching cycles and PLC conversations have been much more focused and data-driven because of our lead teachers' guidance. Student achievement is being taken far more seriously and there is a much stronger growth mindset from many of our staff members. We are excited to see how this will continue to grow as we enter year 2 with the TLC grant.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

 Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
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 Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.